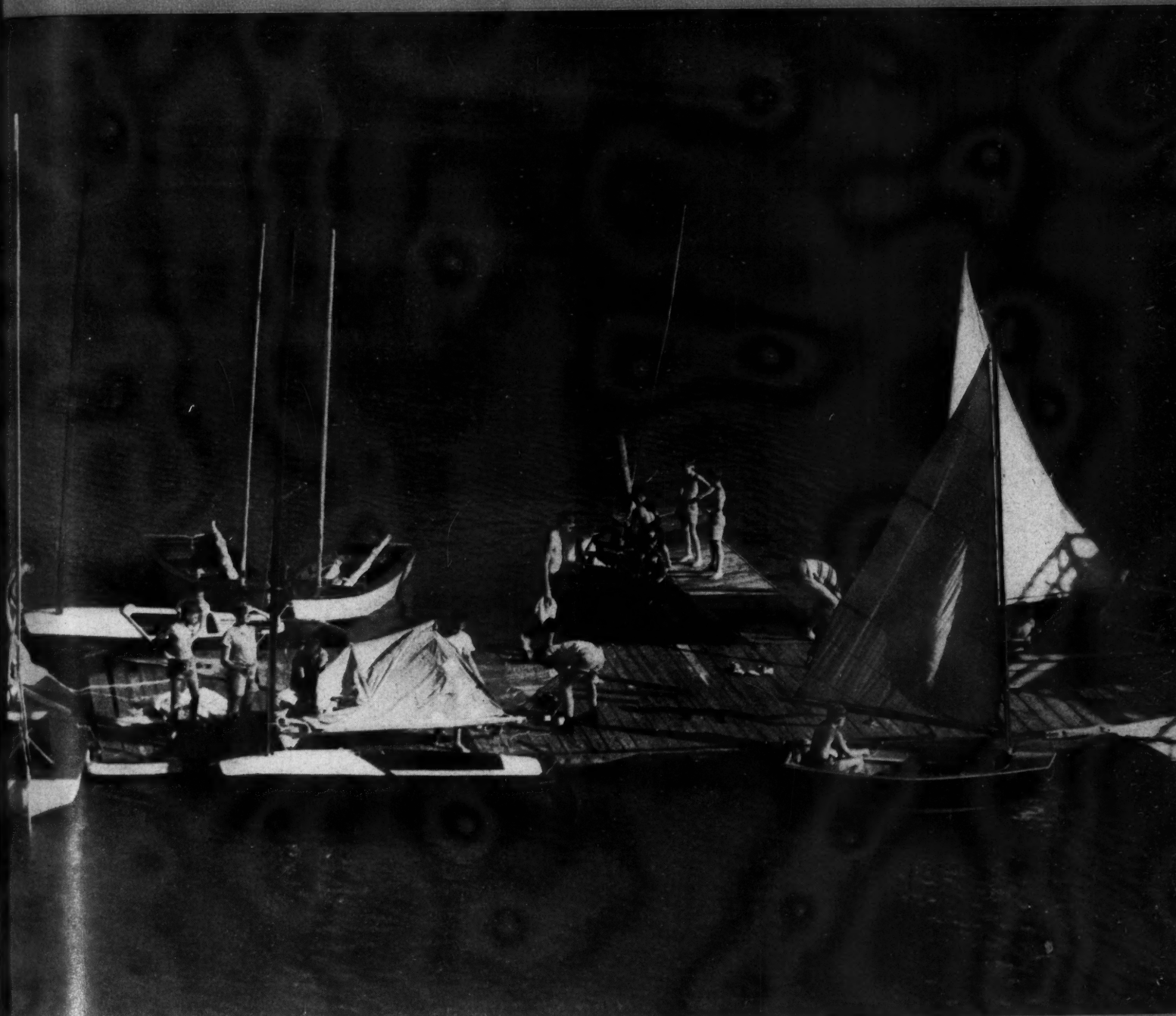


CAMPING

M A G A Z I N E

OFFICIAL PUBLICATION — AMERICAN CAMPING ASSOCIATION



MAY 1947 — The Role of Real Camping • Fun Around
the Fire • Riflery • Develop Their Creative Ideas

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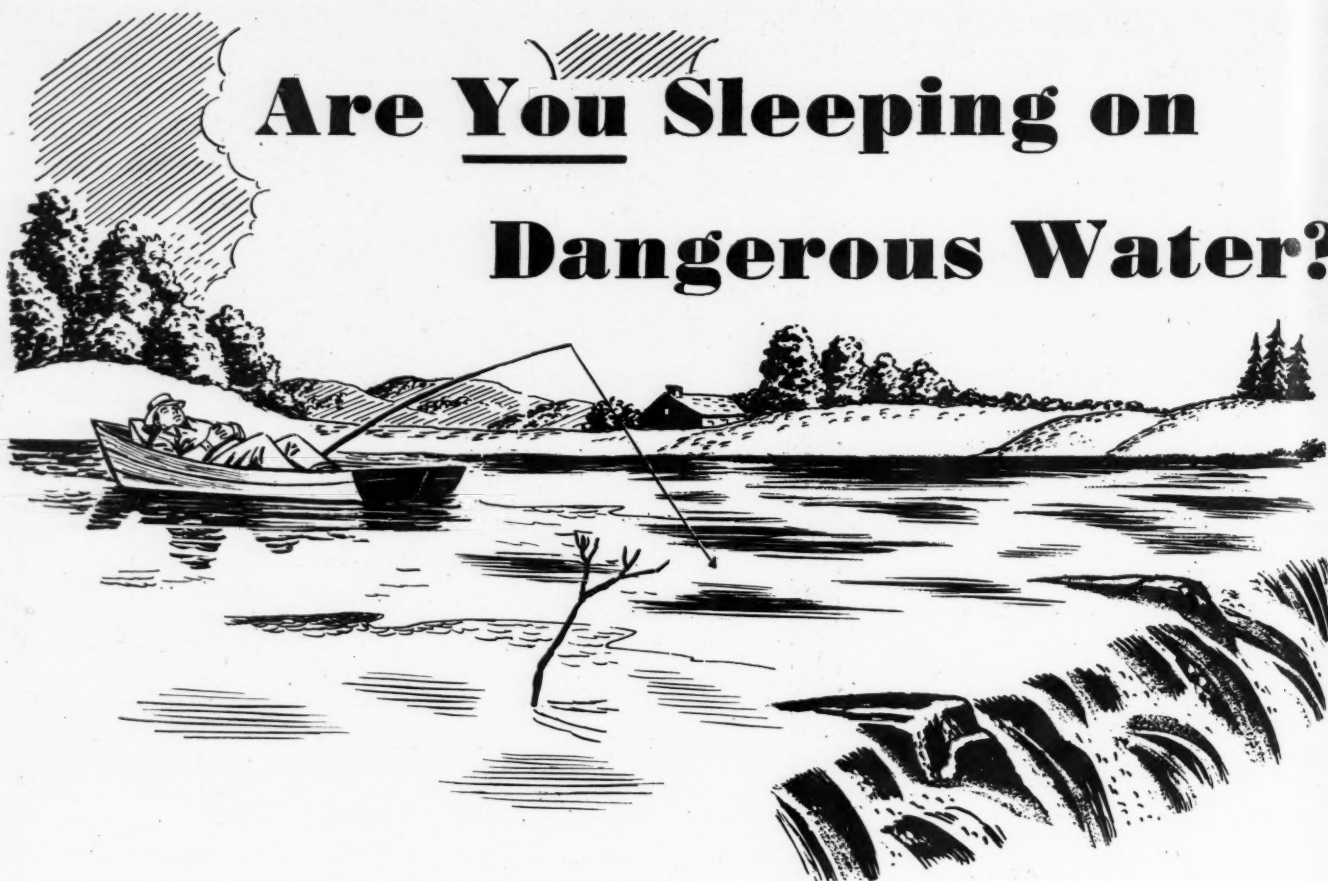
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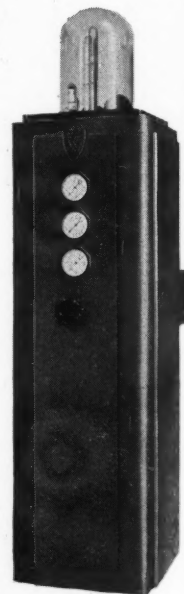
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The Role of

REAL Camping

DOES IT NOT SEEM a paradox that after almost half a century of organized camping we are so drastically feeling the need of "real camping" in our camps? What has happened to organized camping along the way? Has the apparent objective of getting children away from cities — out to the woods, lakes, mountains and quiet places of the earth, to live in the out-of-doors—missed its mark? I have pondered a great deal over this question. I have not solved it. But I shall try, briefly, to give a few reasons why I think this has happened. Perhaps these reasons will lead us to some solutions for the problem.

1. If you will delve back into early accounts of camps and camping, you will find that the natural activities inherent in the camp environment constituted the camp program. Accommodations were primitive, work was shared, importations of city sports, games and activities were scant.

Then gradually camps became permanent, larger. More and more there crept in "city" improvements, interests, activities, equipment and personnel. These improvements burgeoned into huge buildings, elaborate playing fields, provisions for duplicating city activities, and along with the city activities came leaders who knew only those and had no knowledge of and often no taste for more primitive living.

Camp advertising stressed the acreage, the size of the main lodge, the number of hot showers, playing courts, high-powered counselors, including a psychiatrist. Camping, which should be simple, adventuresome living in

By Barbara Ellen Joy

Past President, ACA

the out-of-doors, had become a very complicated and high-pressure business. Now the wheel is turning and we are again trying to go back to a simple, unelaborate, unaffected, natural, sound way of outdoors living.

2. The difficulty of finding counselors who have the aptitude, knowledge and skills to carry on the spirit and letter of real camping has been another drawback. It is not difficult to get fine counselors who are qualified to lead conventional activities by using conventional methods. It is extremely difficult to procure leaders who know how to lead indigenous activities and to use the methods which stimulate the interest of campers in such activities.

I foresee no solution to this problem on a big scale, unless the American Camping Association itself can provide training courses where counselors who have the interest and aptitude can learn fun-

*Is Real Campcraft being
lost in the Shuffle of im-
ported city activities?*

damentals and go on from there on their own. Otherwise, except for a trickle from a very few college training courses and outing clubs, we have to train our own, with a very few to spare.

Another side of this problem is the fact that relatively few camp directors themselves have a clear idea of what "real camping" is all about, and consequently are unable to supervise adequately and help make the soil fertile for the seed to grow in.

3. The third reason is the basic one of program concept. I use program in its very broadest sense, to include everything that happens to a child from the time he gets up until he goes to bed, from the time he enters the camp gate until he leaves it. It means, therefore, not only the activities in which he engages, but what happens to him or her in every phase of living in the group while on the camp grounds and under the supervision and guidance of the camp management.

If the camp director conceives of camping as a cooperative living together of children and adults in

Life can be so simple and elemental

Photo courtesy Joy Camps



to courtesy Hazel Chapman, Caravan Camps



Photo courtesy Camp Lincoln

Boys can build their own fireplace for their council fire

an environment which is of itself rich in opportunities for learning of social and physical skills, for fun and adventure, the pattern of living will become simplified and the need for bolstering from without will diminish. Camping then will be camping, and not a series of importations from school, country club, playground, recreation centre and settlement, with accompanying objectives, methods and personnel. Real camping will be large, the basis of work and fun, and will not be sandwiched in between all those other activities.

Life can be so simple and elemental and meaningful and uncomplicated in a camp if the adults will just relax and focus their energies on letting the campers fit themselves into the environment and landscape instead of imposing themselves and their city pressures and ideas on them. The basic concept I am trying to point out is that city ways are not camping ways and that the adaptation from one type of thinking and acting and living to another is pregnant with interest and program possibilities for children.

Skills and knowledge of daily use in the city are not of particular value in the woods, in a canoe, or on the trail. One's strength and agility and learning are pitted against fire, wind, water, weather — tangible objects, impersonal, predictable adversaries.

This is what children come to

camp to find, with shining eyes and singing hearts. I am afraid that they often do not find it, for the simple reason that the camp is so planned and so operated that this real camping, which could be so easily found by these seeking children, is lost in the shuffle of over-planned schedules of imported activities, in the requirements of a cut and dried award system, and in the limited capacities and attitudes of leaders.

What, then is "real camping," this will o' the wisp which seems to be eluding us? Briefly, it is the utilization to the fullest extent compatible with camp objectives—which will vary with the type and needs of campers in each camp—of the interests, the needs, the potentialities which are inherent in the camp situation. It means doing and discovering things, and handling objects, and using materials which are right there on the camp location or within access. It means that the children participate in indigenous activities rather than in activities brought in from the outside and plumped down in the camp setting. There are several facets to this precious jewel, the indigenous program.

One utilizes the uniqueness of the locality and local history to add flavor, color and romance to the general camp background. This means the discovery of interesting doings and events in the region, the observation of natural phenomena, of tracing the histor-

ical background, of learning old ways of life from the aged "habitants," of cooperating with present day rangers, foresters, craftsmen and hobbyists.

Another searches for ways to improve and expand camp facilities and equipment. This means improvement of the camp lands and facilities, from the making of a native fernery or a rock garden by little girls to big-scale erosion and forestry projects, or building construction by big boys and girls. It means making new trails, making boats and canoes, bridges, sun-dials, paddles, totem poles, pottery kilns, bows and arrows, outdoor kitchens, outpost camps, improvised camping out equipment.

Still another places reasonable responsibility for repair and maintenance of equipment and keeping of it in ready condition on the campers who benefit by its use. This means bailing out boats after a rain, keeping them clean, mending tennis nets, weeding and watering the courts, polishing the riding tack—making the youngsters responsible, insofar as campers are able, for the simple machinery which makes the camp wheels go round safely and conveniently.

A fourth facet is putting the emphasis in activities, such as crafts, drama, music, dancing and creative writing on the strictly camp basis by stressing resources, interests and needs arising out of the ethnobotanical and general camp setting. This means that instead of using prepared, unoriginal and citified crafts materials we use native clays, woods, grasses, fibers, dyes and stains, barks, and other native materials. We make maps and signs, plaster casts, bird houses, weather lore gadgets, Indian looms, indulge in modelling from nature, in outdoor sketching and photography. We fish, pick berries, and reap the bounty nature puts before us in such profusion.

It means we write original plays on such subjects as forestry, conservation, natural and man-made history of the region, star legends, current camp life. It means we sing ballads, hiking songs and folk songs of the re-

(continued on page 31)

Fun Around the Campfire

Material assembled to help camp counselors prepare interesting, stimulating campfire programs

THERE ARE six types of programs offered which include combative contests, puzzles, team and dual games of skill. Each of the six types of programs can be organized and presented on a competitive team basis.

By A. H. Wyman

Sherwood Forest Camp, Troy, Mo.

Many of the listed events can be organized into one hour or two hour programs, and all can be

adapted to in- or out-of-doors.

For purposes of clarification the following example is offered as a simple method of organizing, marking, and supervising program Type No. 1. Other games will be listed in a later issue.

Place

Out-of-doors at a campfire (audience-theater type or in circle.)

Lighting

From torches six feet high, or number 10 tin cans as foot lights, or camp fire of log cabin type at either end of stage, or end wing electric spot lights.



Master of Ceremonies

The M. C. should station himself close to program materials and properties, and should wear top hat or other distinctive dress or costume.



Judges

Judges or "Talent Scouts" should be seated in a convenient and unobstructed place for quick and decisive decisions.



Score

A blackboard should be provided for (1) Listed Program, (2) Name of each event, (3) Keeping score of events, (4) Total team score. Awards are made immediately after each event or at an end-of-program ceremony.



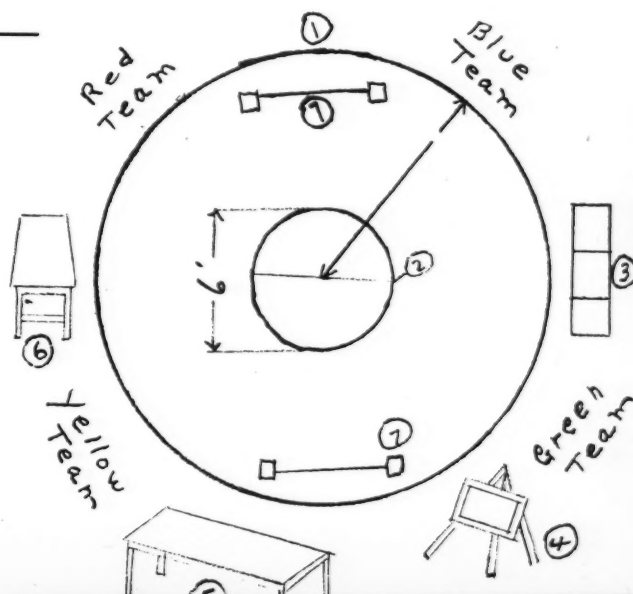
Prizes

Awards should be inexpensive, funny, made by campers or drawn by camp artist, appropriate to camping or play area.

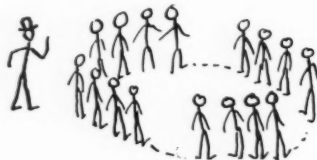
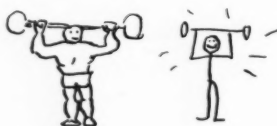
Size of Play Area

A 24 foot marked ring. Contestants grouped by teams. Places assigned for trial winners and in readiness for finals.

- (1) 24 ft. circle for spectators and contestants.
- (2) Starting line and competitive six foot circle for dual contests.
- (3) Judges' stand.
- (4) Scorer and scoring board.
- (5) Table for game properties.
- (6) Artist and prize table.
- (7) Goal posts or lines marked on floor.
- (8) Seating arrangement for teams designated as White, Yellow, Blue and Green.



Leadership Techniques



1. Find a space suitable for the type of program you have chosen.
2. Use the check list attached to the special type of program by (a) gathering all checked materials, (b) placing them in readiness on property table at rear of audience. Arrange properties in groups according to event number. (c) Select as property assistants two persons. Rehearse each event with assistants (program aids).
3. Be sure you know how to play the game.
4. Don't embarrass contestants or draw undue attention to the loser.
5. Keep your sense of humor at all times—even when your decisions are questioned by the audience.
6. The best method of explaining the game or contest is to demonstrate it with your program aids.
7. If rules are necessary, explain, and do not change them. (However, strength tests have to be modified sometimes.)
8. Be on your toes all the time. Make spectators and contestants feel that you are part of the game.
9. Try to sense when the game is too strenuous—stop it, call it a tie, or start over.
10. Try always to lead your contestants, not boss them.
11. Try to have everyone take part.
12. Don't try to carry the whole load alone, of preparing and carrying out the program. Pass out a liberal amount of responsibility.
13. A pat on the back of the loser and a "Good work, you will do much better next time."
14. Better do without a whistle to keep order than use it too often.
15. Give the "tough guy" or loud and noisy fellows the first chance to try their skill and strength in the dual contests.
16. Ask the trouble makers to help you (Enlist as Program Aids).
17. Remember your best demonstrators should be your helpers (program aids) that you have personally trained.
18. Don't hurry your game description—let it sink in. A clear, concise, slowly spoken description saves you a lot of lost energy and patience.
19. Ask for help to clean up the play area after the "show."
20. Be sure to thank those who helped you and the audience for their co-operation and the competitors for making the evening a success.

Method Used in Matching Contestants

1. If the Little Council Fire Circle is used—(in which the audience is assembled in a circle) the contestants can be divided into four equal teams, clubs, villages or tribes.
 - (a) Each team should choose a club symbol, name, motto, color, song, cheer, and leader.
 - (b) Each section should be decorated with identifying colors and emblems or crest in the nature of shields. By using heraldry each club has untold opportunities and play of imagination in decorating their assembly sections.
2. When the Master of Ceremonies issues a call for the next event, he will receive better response if he asks for a volunteer. In order to even up or match competitive talent fairly, the M.C. should pair the contestants according to height, weight, age, and strength where dual contests are used.
3. After a winner has been decided and publicly announced, the M. C. should escort him to a spot within the circle for victors.
4. Winners of trial events are then paired and compete for first and second places. Losers are paired and play off for third and fourth places, points and prizes.
5. Have scores tabulated on score board with the points won by each team.
6. Prizes can be awarded immediately after each event.



Type 1—Combative or Dual Contests

Properties	Description of the Event	
Chalk a six-foot circle.	Cock Fighting Hold ankle, hopping and knocking the opponent off balance or out of a six-foot ring.	
Two belts. Mark a line.	Dog Fight Down on hands and knees facing opponent with belts over back of head—tug and pull opponent over the line.	
One broom stick or pick handle.	Stick Pull Up Contestants are in sitting position on floor facing each other both grasping same stick. They pull stick to get opponent off the floor.	
Two large handkerchiefs. Two paper swatters.	Friendly Enemies Blindfold each player. Give them paper swatters or a stocking stuffed with paper. Locate enemy with swatter.	
Mark chalk line for goal.	Tractor Pull Horse and rider—back to back on all fours. Riders hold hands and horses pull away. Object is to pull back over given line.	
Two pairs boxing gloves or paper swatters.	Smudge Boxing Boxing with smudged gloves.	
Two Apple barrels. Two pairs boxing gloves or Two paper swatters.	Barrel Boxing Stand in barrels two feet apart. Box.	

May is the time to —

Inspect your camp site, equipment and buildings for necessary repairs, removal of hazard spots, filling of worn paths and low places.

Go over the camp with your caretaker and make a list of work to be done before the campers arrive.

Plan landscaping, flower beds, planting of nursery seedlings obtained from your state forestry service at low cost.

Get in touch with your state department of conservation to enlist the services of some of its personnel to teach conservation, fire fighting, safety practices on camping trips, wildlife observation, fishing laws, etc.

Check your last year's report by the Department of Health inspector to improve your sanitation, water supply, sewage disposal, insect abatement and food handling.

Review your list of staff committees to be appointed during your pre-camp staff training period.

Select "work projects" which your campers can do to improve the camp site and equipment during the summer.

Ask your local and state travelling libraries to ship loan libraries for campers and staff for use during the summer.

Prepare "Suggestions to Parents" to be sent out when you mail your final instructions.

Be ready to suggest to your staff and campers that you support a war orphan or some worthy projects through your chapel offerings.

Get in touch with your county road commissioner asking him to recondition your road to camp before the summer rush is on.

Send your staff an outline of counselor duties, rules and responsibilities before they come to camp.

Prepare the questionnaire to parents asking them how you can best help their children, what their weak and strong points are, their eating habits, social attitudes, etc.

Prepare your medical examination blanks for campers suggesting that the medical check-up should be made within the week before departure for camp.

Plan how each camper can become successful in at least one camp activity or skill in order to enable him to return home better equipped to meet successfully the demands of his normal environment.

Lewis C. Reimann,
Camp Charlevoix,
Ann Arbor, Mich.

A Realistic Approach to Nature Study

By Janet L. Nickelsburg
San Francisco Girl Scout Program Advisor



Sketch by Ted Farrington, Camp Owakonze

NATURE STUDY is, paradoxically, both the hardest and easiest of subjects to teach; hardest, because it has been so encrusted with sentimentalities that most healthy children respond to a promise of nature study with a groan. "The dear little birdies, the sweet-smelling flowers, or Benjy the Badger!" What serious, inquisitive child wants that sort of approach to his "satiabile curiosity?"

But, show a crowd of boys how the structure of a bird's wing serves to make flight possible, point out the little vestige of a thumb and explain that it acts as an aileron for gaining height, open up the well-packaged winter buds of a deciduous tree and find the furled miniature leaves within and you won't have to tell fanciful tales to attract children to that most wonderful of books, Nature.

The problem is how to break down the prejudice which well-meaning books and foolish people have built up. A nature ramble is a good starting point, the leader taking out about a dozen youngsters. The first object of in-

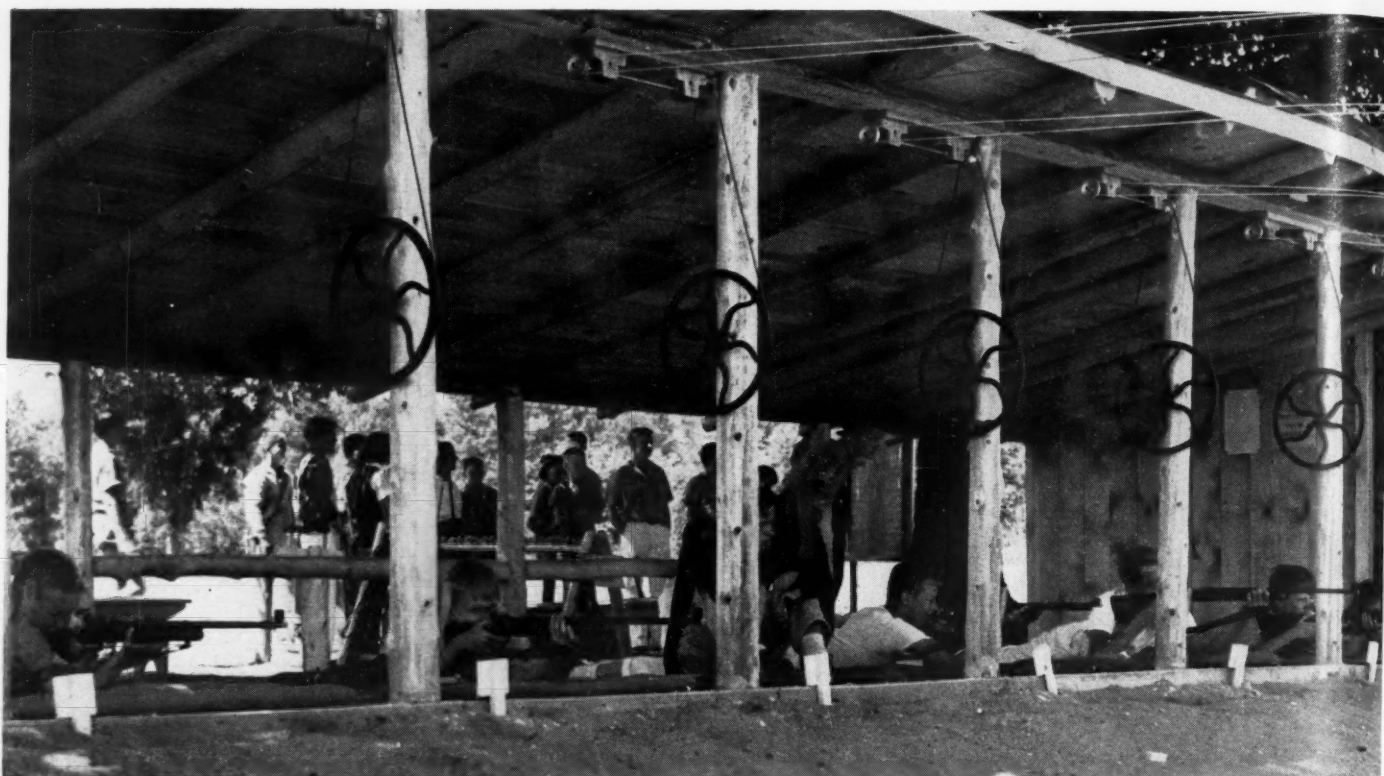
terest to be discovered may be simply a water-worn pebble, it may be a gall on a branch or a pine cone, or it may be an ant dragging something along the ground. Everyone pauses for a good look and in the ensuing discussion many ideas are brought forth as to the nature and cause of the particular object. Poor ideas are never labelled wrong but good ones are emphasized.

The leader then awakens the curiosity of the children to search for things they have never noticed before and to see how many new things they can find on this trip. They pool the knowledge they have and the leader adds some facts to their store. He may explain that a water-worn pebble tells a story. The substance of which it is composed shows where it came from; the amount worn off as evidenced by the smooth corners shows how far it has travelled. If it is very smooth, it has had a long, hard life, been brought down by a stream or battered on the seashore.

They all watch as a gall is opened to see the worm within and a bit of the life-cycle of the

gall-fly is explained. The further they delve into the subject, the more interested the youngsters become, and the questions come thick and fast. Can they find other galls? Are all the galls alike and do the same kind attach themselves to similar plant-life? On what plants are they growing? Where is that ant going? Where is the ant-hill? If the ant-hill is disturbed can the nurse-ants be seen, rushing out with pupa in arms?

So far on this trip the nature counselor has neither sentimentalized nor has he bothered with a lot of names, for names are another of the stumbling blocks which keep so many youngsters from enjoying nature study. "Learn the names of 50 trees or 25 birds," the manual urges. Off goes the child to his book, or worse still, out comes an old "National Geographic" magazine with beautiful pictures and he cuts these out and pastes them in a book with his best handwriting underneath and an inscription carefully copied from an encyclopedia, in terms the meaning of
(continued on page 37)



CAMP RIFLERY

By Charles C. Barclay
Camp Algonquian

Suggested equipment for setting up a safe riflery program

EVERY YEAR new camps are opened and every year directors of established camps look for activities which will add variety and interest to their program.

Camps which have adopted riflery will testify to its appeal to boys and girls, and to its inherent values. This article is intended to discuss the equipment necessary and to make suggestions for setting up an adequate program.

Starting riflery, even on a very moderate scale, will involve considerable planning and cost some money. The labor and materials required in building a backstop and firing line will vary with the physical conditions and the elaborateness of the installation.

One of the first problems is building the range. In choosing the location, safety is the prime consideration. Most directors will

want it away from the main traffic of the camp, and at the same time readily accessible. If possible, the area behind the backstop should not be populated for a distance up to a mile. Preferably the shooter should face north; this gives better light on the targets and less glare in the eyes of the shooter through the entire day. The range should be as level as possible and free of obstructions between the firing points and the target butts. The approach and entry to the range should be from behind the firing points.

Camps which can combine the above desirable features with a hill to be used as the backstop, are fortunate. If the hill is small or has a very gentle slope, it can be cut back until there is an eight or ten foot bank, with a steep slope.

If no hill is available where the range is to be located, a mound of earth can be thrown up. In either case, it is dangerous to shoot directly into the dirt; small stones, accumulated lead, or other hard objects may cause bullets to ricochet. To prevent this, have target butts several feet out from the bank, cut the bank back until it is vertical, put posts in and pile softwood logs on top of each other behind the posts. Then fill the dirt back in behind the logs.

Lead will now pass through the target, through the logs, and into the earth, thus preventing ricocheting. Poplar or similar softwoods, six to 10 inches through, are the cheapest and best for this purpose. They usually need to be replaced every year.

The front edge of the firing points should be 50 feet from and parallel to the row of target butts.

Firing points are usually elevated a few inches, to insure drainage if they are not covered and to bring the shooter up on a level with the targets, which are usually hung 20 inches above the ground. If the firing point is not covered it may be sodded. On dirt or concrete firing points, it is customary to use thin mattresses or shooting pads.

It is desirable to allow four feet of width for every shooter, with an additional space of about two feet at each end of the range. A range accommodating four shooters would require about 20 feet; six firing points would need 28 feet. The range should be planned so that the number of firing points can be increased when necessary.

Most directors feel that individual target carriers are a good investment, both from the safety angle and because they permit bringing in a target for examination or exchange without stopping the firing of the entire line. At no time is it ever necessary for a shooter to be in front of the line of fire.

Target butts may be made by sinking posts in the ground with two cross poles bolted to these posts. Light frames bearing the targets may be nailed to these poles, directly in front of each firing point. In the event target returns are used, these posts and poles need to be rigid enough to withstand the tension of a wire stretched from each firing point to the upper pole.

A storage place for mats, tar-

gets, records and—most important—guns and ammunition, must be provided. This may be a nearby building or a room in a building. All guns belonging to the camp or to campers should be kept there. Under no conditions should campers be permitted to keep guns or ammunition in their cabins. The instructor should see to it that they are locked up at all times, except when they are in actual use.

An excellent range-construction folder, including details of backstop, both covered and uncovered firing points, a target carrier system and other desirable range installations can be secured from the National Rifle Association. It was prepared principally by a staff member who spent several years as a riflery counselor in a boys' camp, is based on actual experience and is both practical and economical. Some of the facilities described are not necessities, but they are desirable and, even if not installed the first year, the site should be so selected that they can be added.

An investment in good guns is the best policy. Most boys or girls who are 12 or over are able to handle the standard .22 caliber target rifles. Among the most widely used are the Remington Model 513T and the Winchester Model 75. For older and larger boys and girls the Winchester Model 52 (preferably with standard weight barrel), the Remington Model 37 and the Government Springfield M1 represent the very highest quality equipment. How-

ever, these guns are quite expensive, the Springfield now being practically unavailable. The average camp will be very well equipped with such rifles as the Remington 513T and Winchester 75.

Boys between 10 and 12 should have a lighter weight gun, with a short stock, or the stock on one of the guns mentioned above can be cut down for the smaller shooters. Lighter guns by Winchester, Remington, Mossberg and some others are usually satisfactory.

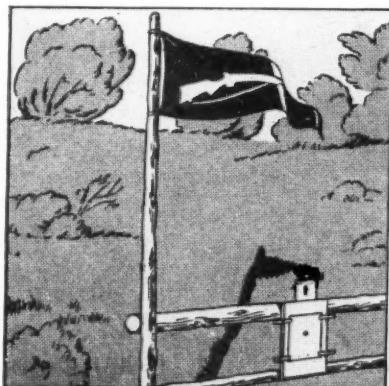
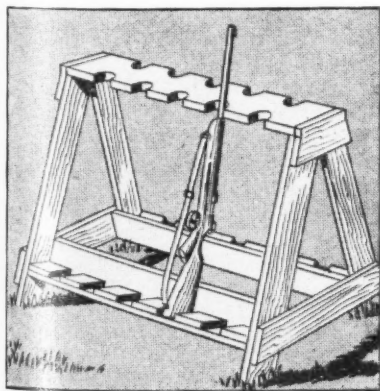
Ammunition could not be purchased from private sources during the war but it is now returning to the market. Camps having a membership in the National Rifle Association have been able to purchase ammunition in lots of 10,000 rounds from the War Department. They should estimate their needs and order at least two months in advance of the opening of camp.

The rifles mentioned above are chambered for .22 caliber long rifle ammunition, and other ammunition, as shorts or longs, should not be used in them.

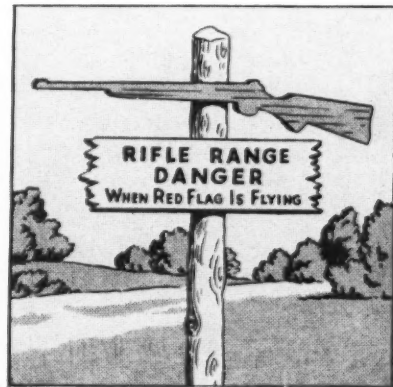
All camps that I know of, charge enough for ammunition to cover the cost of the ammunition and the targets used.

Program

Riflery has such an appeal to boys and girls that there is danger of being content with a poor or mediocre job, because even that will interest the campers. This is unfortunate when it is so
(continued on page 40)



Shown in these illustrations are a few easily constructed additions which will make your range just that much better, at little cost.



**Part II of an article describing the
long-awaited canoe trip which is the
main event in the summer's program**

AFTER OUR RETURN from the preliminary fishing trip described in last month's issue, we remain in camp for a period of a week to 10 days. During this time we carry on all the sports, coaching and tournaments usual to the camp. After a few days of this the boys begin to pester us for the big trips, and we begin to make our plans.

Usually, among the group of campers there are two or three distinct types—the fisherman, the explorer, and the boy who just wants to go places. So we meet to set up trips which will provide as nearly as possible for the preferences and the needs of these differing groups. We try to avoid duplication of any of the trips we have taken over the past few years, and the older boys—those with the longest attendance record in camp—have first choice of route.

These trips will take us much

farther from home and, therefore, the details are much more exacting. We won't be able to beg, borrow or buy anything should it be forgotten, and, like the voyageurs of old we will have to rely entirely on our own resources. Should anything happen to a canoe it will be up to us to improvise some means of getting back to camp. Our first aid wagon must be complete and, should our plans call for white water, our canoe repair kits will need additional supplies. However, white water is dangerous and realizing the responsibility we have to the parents for the safe return of the boys, we try to avoid this whenever possible except to give the boys a taste of it in safe waters.

We try to arrange each trip so that it will contain something of lasting interest, such as a visit to a gold or iron mine, crossing an old fur trail, following the famous Dawson Trail and seeing the rem-

nants of boats, camps or machinery left behind by General Wolsley on his way to Winnipeg to down the Riel Rebellion.

When the fishermen go off on their 10 day trip, it does not necessarily follow that they will spend the whole 10 days fishing, but their trip is so arranged that they may have more layovers if they wish, and the route is laid out through the better fishing waters. For example, our lake is a trout lake, the one east of us has great wall-eye fishing, and a little farther to the north we run into muskies. To the south and to the east is good bass fishing. Since it is impossible to take them all in on one trip, we have the freedom of selecting special fishing trips.

For the explorers we have a different system. We take this group of adventurous boys and put at their head a man who is equally adventurous but unusually steady. I stress the word "steady," for this will be the group which will find new trails and new country for the trips which will follow later. The maps we use are made from photographs taken from planes and they are very detailed, sometimes too much so to suit our needs; for instance, all water, whether deep or shallow, is marked as navigable. This in many cases is not true as we have found out by backbreaking and tedious experiences.

So our exploring group goes out for a week or two, leaving with the camp a map of the general area they wish to explore. They may clean up long forgotten and overgrown trails or they may even build new portages into what may look to them like interesting country. Their chances of becoming discouraged are greater because of the unknown ahead and yet the thrill of the unknown

1. FORKED STICK WITH NOTCHES
AT DIFFERENT HEIGHTS.

2. HEAVY WIRE.

3. GREEN STICK HELD BY ROCKS.

4. CROSS BAR GREEN.

5. FIREPLACE OF LARGE ROCKS,
HELPS DRAFT.

6. LARGE SPOON HAS FORK
TINES CUT IN HANDLE &
NOTCH IN BOWL TO LIFT HOT
KETTLES.

7. UPTURNED CANOES WITH
PADDLES UNDER OUT OF
SUN & OTHER HARM.

8. WANGANS FORM KITCHEN.



By Erwin C. Gerber

Camp Owakonze

gives them the added push so that when a new lake or route is found the satisfaction is all the greater. To these young explorers goes the reward of having lakes and trails named after them.

The third group, or the group that wants to go places and see things, is assigned to the longest trip. They may want to visit an iron mine some 40 miles away as the crow flies, but the way we go will probably call for 100 miles of paddling. They may want to see how far they can go in a certain specified time and in this way they, too, become explorers, for they will, of necessity, come into new territory.

Paddling on the big lakes can be as lonesome and boring as driving a herd across the endless prairies. Something must be done to combat this, otherwise the boys will count the strokes from one point to another, or watch their stomach muscles respond to every new sweep of the paddle. One of the things we have added to eliminate part of the drag at these times is a game which taxes the observation and alertness of the boys. This game can vary with the locality. We give points to the boys for each thing they see before anyone else, such as a heron, duck, loon, kingfisher, deer, mink, otter, fox, wolf, moose, bear, etc., each beaver or beaver house, muskrat or muskrat house, beaver food pile, beaver chewed tree or beaver dam. For spotting portages, a cabin or logging camp, ranger tower, log boom, shooting star and survey cuts we add points.

Every once in a while the staffman will ask one of the boys to identify a tree or plant or a constellation. If they fail we do not deduct points; they just lose that opportunity to add to their score.

Sketches by Ted Farrington, Camp Owakonze

YOU can prevent forest fires!

In connection with the 1947 campaign to prevent forest fires, the United States Department of Agriculture now has available for the use of camp directors a special, free kit consisting of a promotion folder, background booklet, samples of various posters and small items such as bookmarks and stamps, all of which are designed to impress campers with the necessity of preventing forest, woods and range fires.

Reproductions of a couple of these reminders appear in this issue.

The contents of the packet are colorful and interesting and every camp director can make a real contribution to an extremely worth while campaign by sending for one before the opening of camp to Mr. Clint Davis, Director, Forest Fire Prevention, United States Department of Agriculture, Forest Service, Washington 25, D.C.

For a portage we usually give them an extra dessert or a similar bonus.

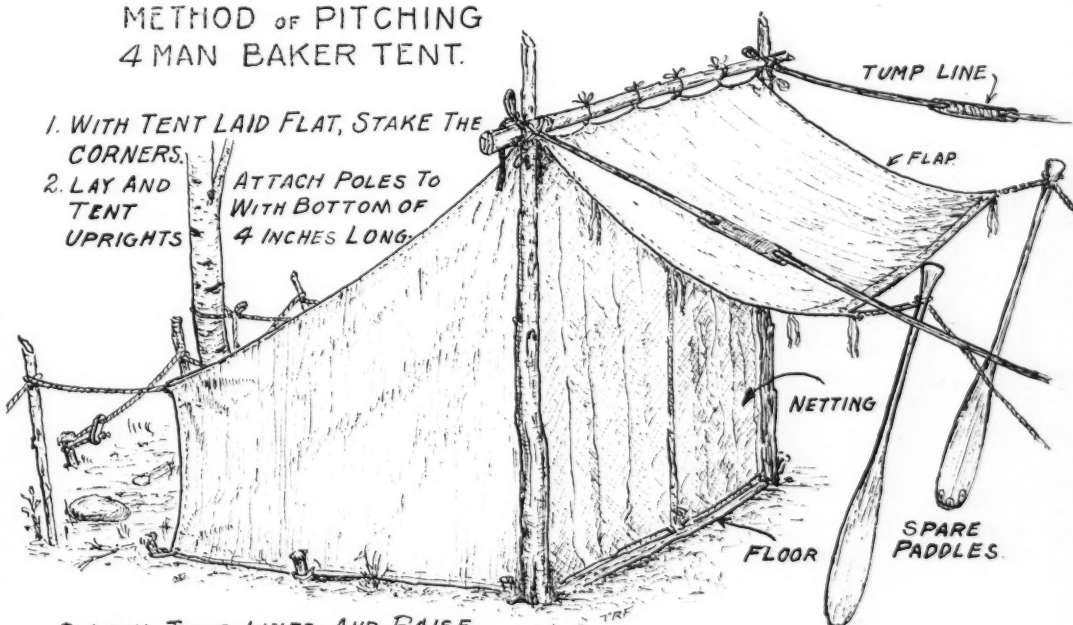
As different as these trips may be, they all have certain basic factors in common. Each trip leaves with the camp head before departure a pretty definite route of their proposed trip. Each tries to see and learn as much of the bush country as they possibly can, and each will play pretty much the same games and take enough five minute rest periods so the trips may be as much fun as possible. Each is drilled so thoroughly in the safety factor that we have had no really serious accidents. This safety factor is stressed in the use of the axe, the proper cutting of trees and care in extinguishing fires. We have

been so careful in putting out fires and have established such a reputation that we can go into country that is completely barred from others by rangers because of the dryness of the timber. We discourage excessive blazing of trees. We like to see and know the woods as woods not as billboards of phantom "Kilroys."

As we return, each trip, like the minstrels of old, brings back a song of the trip. The groups back at camp expect and look forward to this singing and as the trip nears the trip dock they yell out "Song!" The canoes then all come together and give out with their masterpiece, into which the poets of the trip have put all of the thrills, the adventures and all the comic episodes.

METHOD OF PITCHING 4 MAN BAKER TENT.

1. WITH TENT LAID FLAT, STAKE THE CORNERS.
2. LAY AND TENT UPRIGHTS ATTACH POLES TO WITH BOTTOM OF 4 INCHES LONG.



3. LASH TUMP LINES AND RAISE FRONT TO VERTICAL, THEN RAISE BACK AND FLAP.

The President's Page

Dear Members of ACA:

It is difficult to include "up-to-the-minute" news in this column since copy for the Magazine is due about six weeks before the issue reaches you. The Southeast Convention is still in the future so the promised committee appointments must, of necessity, wait until the June issue.

Plans are afoot for a meeting of the new Executive Committee to be held at Oconomowoc, Wisconsin, on May 2, 3 and 4. At that time a two-year calendar for ACA activities will be outlined and filled in as far as possible. Decisions will be reached, for presentation to the Board, regarding national workshops and 1949 conventions. As all the regional conventions will be completed, it will be possible to carry out the wishes of the Board as expressed by the vote "that after the regional conventions of this year we reconsider the policy, and make a decision on the policy in the light of our experience." Having had the rare opportunity of attending all of these recent conventions, I am enthusiastic about one big national convention every second year, with regional conventions during the interim years. It is my hope that the Board will approve the continuation of this policy.

May I report my trip and thus tell you why I believe in regional conventions? Cleveland was first with an attendance of about 650 people. Strong and not-so-strong sections combined to produce an excellent program tied around the theme of "More Real Camping."

February 27, 28 and March 1 were the dates of the second convention in Kansas City, Missouri. No amount of ice, snow and wintry winds could dampen the enthusiasm of the 250 people who met to discuss "Camping, A Challenge To Peacetime America." Again hard work was done on the priorities from the Oconomowoc workshop.

The little town of Gearhart,

Oregon, was the scene of the third convention held on March 4, 5, 6 and 7. Thousands of miles separate Kansas City from Gearhart, but the trip was well worth the time and effort. It was a privilege to share in the work of this group of 200 who chose "Destiny Makers" as the theme of their convention. Workshops on the same Oconomowoc subjects met through the full four days. One—on Standards—actually completed their assignment and produced a mimeographed set of Standards for the Pacific Camping Federation before the meeting was over. This, in turn, will go to the national committee on Standards as the Northwest's contribution to the "official" ACA Standards which we hope to adopt at the 1948 convention.

"Guideposts to Good Camping" was the theme of the fourth convention held in New York City on March 13, 14 and 15.



Even without the last convention at Asheville, already twice as many people have gathered together to work for good camping as were able to meet in Boston last year. Many more than twice as many people—probably four times as many—have shared in the production of a convention. Furthermore, we have all worked to a common end. Across the country hundreds of people have

By Carol Gulick Hulbert
President, ACA

directed their best thinking along the paths suggested in the program planning workshop. Truly the American Camping Association is united in purpose as never before.

At each convention it was my privilege to meet with section officers and board members to discuss plans for the future of the ACA. It was gratifying to find everyone in agreement on the SIZE of the budget, although opinions differed as to HOW this budget should best be raised. Many feared that the upgrading of membership fees would work undue hardship on organization camps, thus losing rather than gaining friends for ACA. This, of course, must not happen. If the by-laws are changed in accordance with the ballot now in the mails, the Executive Committee will be asked to consider and recommend some plan of group membership suitable for camps.

There is great interest in a National Camp Directory. If we secure a larger budget and a bigger staff, this well may be one of our first specific services to our membership.

In order that we may fulfill our time schedule, it is important that all workshop reports on Standards be sent promptly to the national chairman, Mr. Wilbur Joseph, The Brashear Association, 919 Carson Street, S. S. Pittsburgh 3, Pennsylvania. Please remember also that reports of all these meetings will be published in a "Yearbook of Conventions" which may be purchased for \$2.00 through the national office. Keynote addresses as well as workshop reports will appear in this important volume. This is a "must" for all people wishing to keep abreast of the best thinking in the field of camping.

Sincerely yours,
Carol Gulick Hulbert

Develop their Creative Ideas

By Marion Trowbridge



Photo courtesy Hazel Chapman, Caravan Camps

NO ONE person can carry on all available craft projects in one camp during one summer. The camp director must keep in mind what part the crafts are to play in his camp program. Are they to be a part of a large creative program or just busy work to keep campers happy? He must then hire his counselor and allocate funds accordingly.

Every child likes to make things — or did until some adult discouraged him, told him he was too messy or that his work was no good. One of the most discouraging things is failure; it mustn't happen in camp. But remember also that something that looks like a failure to you may be an experience and a thing of pride to a child. Don't put your standards out of his reach, but keep them high. Children's work must be childlike. Help keep it that way, but make sure the projects you have planned will meet the age and experience level of your campers.

If a 10-year-old chooses to hammer a 10-inch pewter plate, you can with tact persuade him to make a three-inch ash tray or pin dish. He can learn the same processes. He doesn't have the patience or strength to do a good job on a large piece; it is an expensive item and belongs to a more experienced craftsman.

A young girl may want to make a pair of clogs; she has big ideas about carving them to fit her foot.

You know she can't handle a rasp and yet it would be wise to avoid saying "no." Find some older camper making a pair of clogs; get her to let the younger camper work on hers a minute; it won't take much dissuading after that.

Sometimes I have run out of ways to dissuade, and have let a camper tackle a too difficult project with the result that I have to do too much of the work on it. That is never the best way for a camper to experience success in craftwork.

Where do your campers get their ideas for designs, whether for carving, modeling or painting on wood? They all have varied backgrounds and need help with ideas, the extent depending a great deal on art experiences at school and in the home. Each has many ideas in his head, but sometimes at camp I find they are so full of the outdoors it's hard for them to settle down and plan.

Have source material available. Cut up craft catalogues, design magazines, pictures of animals. Arrange these on bulletin boards or on walls of the craft house. A boy may decide to do a dog in

clay from seeing a picture of a dog. The picture may have been a collie and the boy may make a scottie in clay. Still, the picture helped him make up his mind and that was the important thing.

If a craft project can be carried on as well out of doors as indoors, encourage it. I like to have campers

who are hammering or using sandpaper go out on the steps where the air is nice, the sun feels good and the confusion is spread instead of concentrated.

I keep track of each project a camper does and its cost on a card. This is a simple way to check on how much a camper accomplishes and gives me a chance to advise her wisely on what to do next, if she seeks advice.

If you are unhappy in messy work, you had better not plan to do much crafts. Craft work is messy—but it can be a well-organized mess. Keep supplies separate. For instance, keep enamels and turpentine on one table or shelf; on another have showcard paint and brushes, and in still a third place have shellac and alcohol.

Children, if told to use red paint, are not always experienced enough to know whether it is enamel or showcard they want. Teach them the differences and reasons for using one or the other, and then make it easy for them to get the right kind. They must also be taught how to care for supplies, what to clean brushes in,

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etc. It means a lot of checking for a counselor, but will make campers much more independent workers.

For the sake of grouping I have divided craft possibilities as I see them into four groups. The first group is "Camp Projects." I think there are campers, who, if approached properly, would enjoy doing things for the camp. If you will help two or three campers find a suitable log, give them an axe, hammer, chisel, paint and encouragement, they will have fun and take pride in making a totem pole for the campfire site.

Last year I suggested we buy surplus kegs and decorate them as stools. Twelve were decorated by older campers and presented to the camp for use in the chalet. They won't last forever, but they are colorful and cost little. And above all, the campers take pride each time they are used. Since the girls who decorated them had nothing to take home and show for their work, I took a picture of each girl with her finished keg and gave it to her.

Do your cabins have names or symbols? Campers could redecorate or make new signs or carry out symbols such as bears, beavers, etc. for each cabin. Of course this couldn't be done every year, but maybe this is the year to do it.

In our camp we have to use candles or lanterns, or both, in the dining room on dark days. Campers could make candle holders. It would be a good experience for several campers to select birchwood, with permission, saw off lengths and bore holes for candles. The holders could be for single candles, pairs or large groups.

"Entertainment" is my second group of craft possibilities. No craft counselor can really conscientiously maintain a hands-off policy in this field, although it would make life much simpler if we could. Small boys and girls as well as adults enjoy making puppets, and everyone likes to be entertained. Puppets and the stage scenery for a certain story could be made in craft hour and used in a play for an evening program. Working with the program counselor is necessary, of course.

For a special day you may need program covers. Some camper can easily apply a design she's used on a box to a blockprint or stencil, and other campers could help print 100 or more covers from this stencil without too much trouble.

"Integration" with other camp activities is third in my grouping. It is easier to isolate ourselves and work as we please. But is it best for the camper or camp? Isolationism can't be best anywhere in this day and age and camp is no exception. In nature study a group may make a fine collection of leaves. With supplies and help they can spatter over the pressed leaves to keep a permanent pattern of each in his notebook, or they may decorate stationery in the same way. This is not new or even exciting, but it does teach a process and it is fun.

A camper enjoying archery may want to make his own arm guard of leather, or make a target or even carve a bow. If he owns his own arrows, he may



want to make a leather case for them. Encourage him.

It will really depend on the craft counselor and director whether or not these first three project groups are successful, because, of course, each camper thinks of his own wants and personal crafts come first to him. So my fourth and most important division is the "Personal Craft" problems at camp. Many campers on the first day at camp take inventory of their family and plan to make a gift for each, in-

cluding grandma, aunt and uncle but that list may be long and tiresome unless we divert their interests.

The three main personal craft fields are metal, wood and leather.

For metal projects I include pewter, copper and silver. Ash trays, bowls, hot dish pads, napkin rings, plates, book-ends, bracelets and buttons are projects most easily carried on in camp.

I suggest piercing and etching of metal as the two best means of decorating it. Soldering, I feel, is too difficult; too much of it has to be done by the counselor. By the time a camper has been shown how to do it, the project is nearly completed and he or she is off to something else. And without electricity the time spent with one camper on soldering takes too much time from others wanting help. However, a group of older girls all wanting to learn soldering and simple jewelry-making could be handled successfully.

Basswood and pine are two excellent and less expensive woods, I find, for general camp use. These woods may be painted, stained, chip carved or decorated with gesso or thin metal.

Box decoration seems to be one of the most popular wood crafts. Other projects are trays, plates, clogs, book-ends, bracelets and plaques. Boxes come both assembled and unassembled; it is good experience for a camper to fit, glue and assemble, rather than just decorate. I try to encourage the complete process.

Try to stress all kinds of leather projects. Link belts, one or two per camper, are a good project. It takes dexterity and manipulative skill, but any normal child can do them easily, and after one it becomes just busy work with no creative reaction at all. Calf skin is the best leather for tooling, but others are also good. Billfolds, key cases, purses, picture frames and tooled belts are interesting and creative projects.

Tooling and stamping are the best methods of decorating simple leather projects. Lacing of leather goods may be done simply or made to look very professional.

(Part II describing other crafts will appear in a later issue.)

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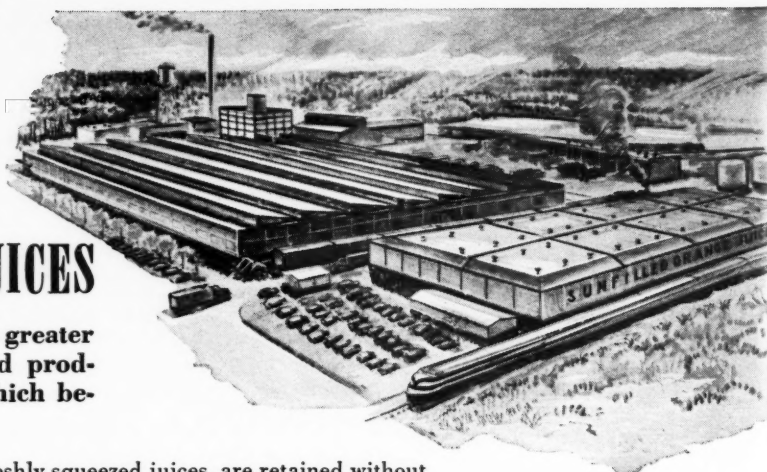
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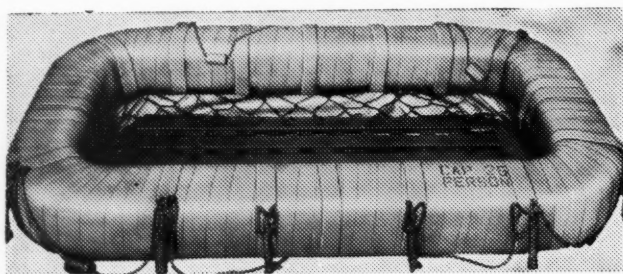
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Real Camping

(continued from page 16)

gion, good, clever songs instead of the raucous and fatuous parodies which pass for singing in some camps.

It means we foster creative writing on nature and camp subjects and make collections of camp and nature poems, songs and stories. It means that we co-operate with local fire wardens and conservation officers, visit their stations and establishments and assist them, if possible. We make nature trails, build up the right sort of camp museums, make censuses of flowers, birds, etc.

It also means in our Sunday Service talks we forget the city sermons and instead talk about such things as social life and co-operation in nature, the wonders and power in nature, adaptation and survival in nature, and nature as a helper and life-giver.

In just these brief paragraphs I have pointed out some tangible ways in which camp activities can be coordinated with the basic potential of the outdoors setting. There are dozens, probably hundreds of possibilities not mentioned. But my purpose is achieved if I have indicated the direction our minds and hands and hearts should take while at camp.

The fifth facet is one which readily comes to mind, that of pioneering, woodcraft or camp craft. I will end this paper with a short, practical discussion of that subject. But before I go into that, there are two observations I wish to make, one having to do with camper desires and the second with program philosophy.

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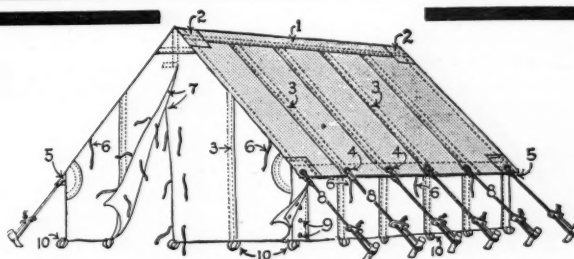
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and often simple and humble things around a camp that gives the campers the greatest joy and satisfaction. But these things must be of an essentially useful or real character, not just "busy work" thought up by adults to keep them out of mischief. They do not want to be "entertained" or to have every minute planned for uplift and education by the leaders.

We must allow for camper participation in program planning and give them every opportunity to reveal their interests, ideas and enthusiasms. There are very few imperatives of health, safety and propriety which need be invoked to restrict this spontaneity. Campers respect the discipline of conformity to these few basic and sound regulations just as they do the regularity of sleep and rest and meals, because it gives them a feeling of security and well-being.

How they gain confidence and glow with satisfaction by doing useful things and being an essential part of what is going on! We must not deprive them of this

spontaneous, creative, carefree, and fun-loving atmosphere by one crowded day after another, with no "abandon." We must give them time to contemplate, to look around and think (if they feel like thinking), to bask in the sun, laugh and probably be silly, watch a dragon fly or a minnow or a cloud, or chase a frog.

We must never impose the pressures and the routine and "musts" of school, family and city life, but give them a chance to play and relax.

When discussing "real camping," and particularly the camp craft phase of it, I always take a minute to remind listeners that I am not a fanatic on the subject, at least not to the extent that I would cast out of the program certain sports and activities which a child should have as social and recreational equipment for the future.

I take for granted you understand that such sports as swimming, diving, boating, canoeing, sailing, angling, hiking, mountain climbing are "naturals." I think also that tennis, riding, archery

and probably other individual sports and interests also have a place, and an important one, in the well-rounded camp program.

Our job as camp directors is to make possible to each individual child a well-balanced program, which will contain much of the real camping activities as already enumerated but which will not consist entirely of them. Otherwise, except in the purely wilderness camps for older children, the program would be over-balanced with entirely indigenous activity and we would run the risk of missing our objective by doing too much of a good thing.

And now for a brief return to the fifth facet, that of pioneering or camp craft. I think we all know what campcraft is and why we believe it is just about the finest camp activity we can offer our campers. From the campers' side of the fence, it is also just about "tops" if carried on in first-class fashion. By this I mean that campcraft activities should be handled safely, sanely and well. They should never be done dangerously, sloppily or in a hap-



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hazard manner. Campcraft should be done well—in whatever degree it is attempted—or not at all. I say this not only because bad campcraft can be hazardous but also because if the camper is turned against it by unpleasant and uncomfortable experiences, we will have lost, not gained, a lover of outdoors life.

So let us consider campcraft, not as a test of endurance or of one's ability to stand discomfort, confusion and untidy living conditions, but as a unique situation in which campers and counselors can, by their own skill and knowledge, adapt themselves to primitive conditions safely, sanely, and healthfully, in a spirit of fun and high adventure.

There are five main considerations in organizing campcraft or pioneering in our camps. I shall discuss each briefly.

1. Leadership, which is the most important of all. All counselors who participate in campcraft activity should possess the basic skills and know how to pass them on to children. Further, they should be resourceful, trustworthy in the extreme, familiar with outdoors safety and health, enthusiastic over both the outdoors and children, and be able to guide a group properly under all conditions. Sex does not arbitrarily make for a qualified trip leader, so except in localities where the racial problem is present or where heavy lifting or portaging makes male physical strength necessary, well-trained women counselors should be considered quite capable of handling trips in a girls' camp.

2. Adequate personal and general camping-out equipment, suitable to the strength and abilities of the group using it and to the type of country, is also basic to a successful campcraft program. Good beds, adequate sleeping protection, suitable clothing, mess kits, cooking and camping gear, and sharp-edged tools are essential.

Many kinds of improvised and home-made items can be turned out at small cost and the making serve as craft projects. Where campers cannot be expected to

furnish their own personal equipment, it should be provided by the camp, just as boats or games are provided. All equipment should be stored separately and kept in A-1 condition.

3. The next consideration is, of course, that of acquiring basic skills. We believe that the greater part of the learning of fundamental skills should be a part of the regular program in the main camp, as a separate activity and so designated. It seems only sensible to establish at-homeness and confidence in a familiar spot and not tempt fate by expecting city children to tackle the major learning of strange and difficult skills out on trips, perhaps with the rain pouring down, or darkness creeping on. Children see the reasonableness of this approach and go at perfecting these skills during the daily program just as they learn how to paddle, play tennis, swim or ride.

The fundamental skills which we consider necessary as preparation for overnight trips are use and care of knife and axe, fuel values, fire-building, fire prevention and forest conservation, outdoor cookery, bed-roll and knapsack packing, tent pitching, sanitation and weather knowledge. For the older campers, who take longer trips, the requirements are stepped up gradually. For the younger campers, they start at a less difficult level. These requirements are decided by a committee of counselors and campers and are revised every year or two.

Keep in mind that this learning process is carried on mainly within the framework of the daily program, with frequent additional opportunities such as day, supper and breakfast trips, special cook outs in small groups for a particular purpose, special fishing and riding and hiking trips and sailing cruises, large group cookery such as barbecues, corn roasts and progressive suppers, short overnight trips to the lean-to and semi-permanent outpost camps.

In addition to the learning opportunities described briefly, a camp would do well to have an annually constructed campcraft exhibit, a good library of books and pamphlets on the subject, a

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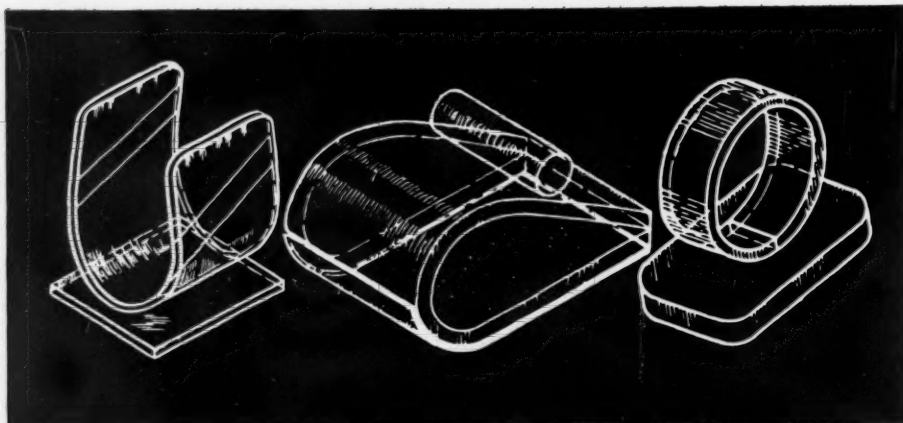
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simple chart for checking progress, and such special projects developed by the campers, as out-post camps, primitive camps, pioneer units and from time to time specialized-interest groups which may indulge in projects such as wilderness cookery. It is also good practice to have from time to time campcraft meets or contests and competitive demonstrations of skills. However, we should heed the advice of Mr. Calvin Rutstrum, who in his excellent book "Way of the Wilderness," warns us against what he calls "parade-ground formalities."

4. Food for outings, whether for one outdoor meal or for 30 should be carefully planned, packed, kept, cooked and served. Next to safety and personal comfort, good food and plenty of it gives a greater boost to campcraft than any other feature. It is a good policy to let the children plan their menus, and by so doing learn the art and science of choosing suitable outdoors foods.

5. I mentioned that the camp management has to be cooperative and understanding with the needs, aims, and possible vagaries of the campcraft department. Without this appreciation and understanding help, the best campcraft counselors with the best of equipment and natural opportunities may not meet with success in their jobs. Variety, adventure and good times are not dependent on scenery or lavish endowment by Mother Nature.

Off to Camp?

Be sure to leave instructions with the Post Office to forward your issues of "Camping Magazine."

Obviously, it would involve a tremendous amount of work to cut and file new stencils for our entire mailing list in order to send "Camping Magazine" direct from our publications office to camp addresses; so, if you are leaving for camp before the June issue is out, we would advise you to arrange with your local Post Office to have your second-class mail forwarded.

With The Sections

New England HQ

The New England Section announces the opening of their new headquarters office at 14 Beacon Street, Boston, Rm. 607; telephone Capitol 3826.

New York Section Dinner

As this issue goes to press, announcement has been made of the Annual Dinner Meeting of the New York Section which is to be held April 30th at the Builders Club, 2 Park Ave., New York City. Speaking at the dinner will be Dr. M. Robert Gomberg, Child Psychologist, whose talk is expected to be the highlight of the year's program.

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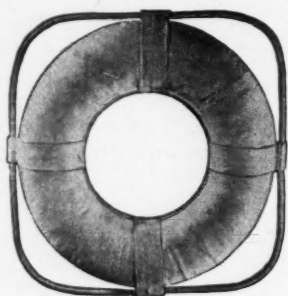
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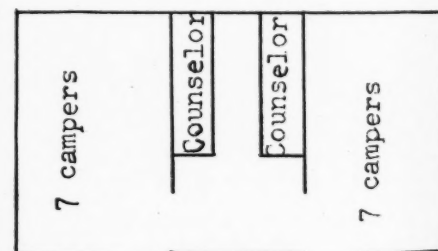
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Double Cabins For Adequate Supervision

In response to Dr. Utter's article in the January issue of "Camping Magazine," I should like to point out the problem of cabin architecture as it may affect cabin counseling. It seems to me highly desirable for campers to enjoy close relationships with particular counselors, as a means of helpful guidance as well as of safety, because counselors are chosen as worthwhile adults. On the other hand, it seems desirable for counselors working constantly and intensively with children to have some measure of privacy and personal freedom in their living quarters, if they are not to be, as Dr. Utter points out, fatigued and irritable. In a camp of one-room cabins, a counselor who is expected to live with campers can have no more privacy than the end bed affords. Unless two counselors are assigned to each cabin, the cabin counselor cannot go off in the evening without leaving her cabin unsupervised. The unfairness and undesirability of rotating junior counselors as perpetual "sitters" for senior counselors has long been evident.



The camp which is already built must wrestle with the adjustment of freedom for its staff and supervision for its campers. But the ideal solution in building was reached a number of years ago in the cabins of Camp Cavell (Detroit Y.W.C.A.). These are double cabins, rectangular in shape, consisting of a cabin for five to seven campers at each end, and a partitioned space for two counselors in the middle. With this arrangement, the counselors are always within earshot, and the doors of the cabin are visible

from their beds. In the evenings, the two counselors can take turns on duty in the cabin. Campers are supervised and a counselor is always available, but the staff have a fine combination of freedom and privacy.

—Sara deFord

A "Thank You" Note

The special Leadership Issue of Camping Magazine, published in February, we regret to say is now entirely out of print. So great has been the number of extra copies wanted — by camps for their counselors, by new subscribers to help with their 1947 planning, by teachers of counselor-training groups — that our complete printing is now exhausted. We are sorry we cannot supply all of you; yet gratified that the readers of Camping Magazine find the publication of such great value.

A considerable share of the credit for making the Leadership Issue so successful goes to Miss Lenore Smith, University of Southern California, Los Angeles. Miss Smith, as the ACA 1946 Leadership Chairman, planned the articles which appeared in the issue and secured the services of the distinguished group of camping people who did the actual writing. Not only for ourselves, but for all of you who found the issue so helpful and inspiring, we want to take this minute to say simply, "Thanks a million!"

A Realistic Approach

(continued from page 21)

which is largely beyond his comprehension. So he passes the test but has he learned anything about nature?

Would it not be better to take him through the woods and ask him what happens to a tree-trunk when the tree grows. When he grows his skin stretches, but the bark of the tree is not elastic, so what happens? And so the child discovers that each tree solves that puzzle for itself in its own

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way and that so consistent are all the members of one variety of tree in their method, that he and his fellows can play a game going through the woods of identifying trees by merely looking at their bark.

Children are like magpies. They love to collect. Nearly every girl has a collection of wildflowers and many boys have picked up rocks or "set" butterflies. Much of this collecting is desultory, without direction, and more destructive of wild-life than it is educational. It consists in adding and adding without acquiring wider horizons in so doing. We must see that children are constantly improving upon their own standards of collecting.

But many collections should be in the shape of knowledge acquired. One project we have at camp is to make a star-map. On that map are the circumpolar constellations. Patterns of these have previously been prepared on small slips of paper. This slip of paper is presented to the child, together with a Moore push-pin, a tooth-pick, a pencil, a small ruler, a dab of soft paste and a small pile of stars which have been punched from black paper. The pattern is firmly placed upon an unlined filing-card or a piece of paper and the position of all the stars is pricked through. The pattern is removed. Then taking the tooth-pick in one hand and the pin in the other, the child picks up on the end of the tooth-pick a dab of paste, which he deposits on the pricked dot. With the pin he spears a star and places that on the spot of paste.

When all the stars are pasted he draws the connecting lines as he sees them on the pattern, and if he is careful to use the ruler he will have a satisfying picture of his own. The magnitude of the stars and the name of the constellation have been inscribed on the pattern and this he copies carefully. The five circumpolar constellations can be made in one session of less than an hour.

Next time we meet, he is given a large chart with the same constellations in their proper relationship to each other. This he proceeds to take off, on a piece of railroad-board, just as he did the

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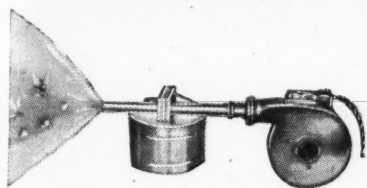
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smaller ones. (One sheet of railroad board can be cut by a stationer into four 11 x 14 inch pieces, and the patterns made to fit this size.) But this time he is asked to return the chart as soon as he has pricked his dots and has had a good look. His methods are the same as on the small patterns, but he must connect the stars this time from memory or with the use of his own small pictures. Thus he has prepared himself for picking out the constellations in the sky from among unconnected stars.

In the meantime, out of curiosity, he has usually done a bit of star-gazing by himself. The leader has been reading some of the legends aloud while the children were at work and perhaps he has another to tell as the evening is growing dark, so when they go out on their first star hunt these stories are fresh in their minds.

By the time they have located the Circumpolars and spoken of some of the first magnitude stars, questions begin to come. Can you spot the Rider on his Horse in the handle of the Big Dipper? What are shooting stars? What is a planet? What is an eclipse? What does it mean to be born under the sign of Virgo? What is the connection between astrology and astronomy?

When the children have reached the place where they are doing the asking and doing it so eagerly that they can hardly wait for the other fellows' questions to be answered, then you have completely overcome the prejudice against nature study.

What are some of the salient points to be borne in mind by one who is trying to help children enjoy the world about them?

First, we must rid ourselves as teachers of the obligation to teach. We must rather take the attitude that we have something to share and that the sharing is dependent wholly upon our power to observe. The most potent ally we have to arouse that power is curiosity, a gift from the gods, which can easily become tarnished and weary by mishandling.

We owe it to ourselves as much as to the young people to be strictly honest in regard to things we do not know. It is no disgrace

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to confess one's ignorance, but to be complacent in that ignorance is. Children will respect the leader who answers a question with an honest: "I don't know," if that leader adds, "but I will find out." And just here is where so many of us preoccupied adults betray the children, for we forget, or haven't the time to search for the promised answer.

Above all, Nature Study should be fun, fun for the leader and fun for the children. It should make life take on a new meaning for all who participate. This new possession will forever be yours or the child's by right of discovery, even if scientifically that discovery is one of science's oldest and best-known facts. But, still it is yours or the child's because no one told you about it. You found it out by yourself. You may have looked it up later in a book or have gone out of your way to ask someone about it, or you may have just noticed what you had never seen before.

Camp Riflery

(continued from page 23)

easy to provide a good program.

There are three elements to such a program: the instructor, the instruction and advancement system, and competition.

If I were a camp director, and had decided to add riflery to the camp activities, my first move would be to enroll the camp with the National Rifle Association as a Summer Camp Junior Rifle Club. This costs only five dollars and makes every boy who participates in riflery in the camp a junior member of the National Rifle Association until December 31 of that year. In addition to supplying range plans, as has been mentioned, the NRA will furnish an Instructor's Manual, along with other training aids. The NRA also operates a Camp Instructor Placement Service to aid Camp Directors to secure capable leaders for this activity. In interviewing riflery counselor candidates, if possible, secure a person who is certified as a Junior Instructor. If none is available, select someone who has maturity, good judgment and a knowledge of and interest in firearms. Place in his hands the Instructor's Manual several weeks before camp opens.



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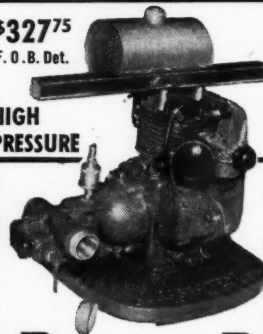
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how to run a camp

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The Woman's Press

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By camp time an interested, intelligent adult should have gotten enough help from the Manual and other aids to carry out a safe and interesting program for boys and girls, and should have qualified as a Junior NRA Instructor.

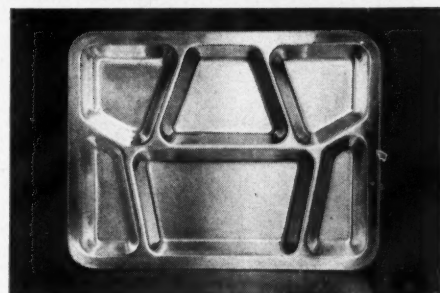
The NRA will also send free to member clubs enough copies of the Junior Rifle Handbook so that each shooter may have one. Safety rules, shooting fundamentals, and the Junior qualification system are among the contents. With additional explanation and demonstration by the instructor, campers are able to acquire those fundamentals of good shooting, and to measure their progress against a set of standards. These standards are so chosen that rarely is a camper unable to achieve some of the ratings, yet they become so difficult that to achieve the top ratings is a high honor indeed.

Competition is the spice of any program. The alert riflery counselor or program director will provide this. The NRA has its Summer Camp Championship Postal Matches for different age groups, the Open Road for Boys each year sponsors postal matches with different qualifications, and it is usually possible to arrange rifle matches with nearby camps. Shoulder-to-shoulder competition of this kind is thrilling to boys, and to represent the camp on the rifle team is a great honor. A picture of the rifle team sent to each boy's home town newspaper, along with a note about the meets, is usually gladly accepted by the paper, and is well received by parents of the campers and prospective campers.

In the last few years, restrictions on travel prevented many summer camp matches and tournaments. It is probable that some, discontinued during the war, will be renewed this season. If you have the chance, be sure to enter a team, for win or lose the lessons in sportsmanship and self-control learned from competitive shooting are real and valuable.

Organize competition among the campers. Set up a cabin or tent league, with handicaps to give each group an equal chance to win, (or form teams on any other basis). If parents visit the

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camp at a definite time, organize a match with teams made up of father and son.

Give recognition to those who deserve it. At mealtimes or assemblies announce additions to the Camp Riflery Honor Rolls, such groups as the Forty-Niner's, Ninety-Niner's, Possible Fifty's and Possible One-Hundred's. Have a board on which these names are kept as a permanent record, and have it prominently displayed.

At some ceremony at the end of the camp period, issue the awards which have been earned. Diplomas for each rank earned are furnished free by the NRA and brassards, medals and lapel pins for each rank earned may be purchased by campers. If you question the value placed on them, just overlook some boy or girl in making the awards, and you will soon hear about it. Going into the homes of these youngsters, you will find the diplomas and medals up on the walls of their rooms and you will see the emblems on their sweaters.

A few suggestions on programming. If your camp is organized on a cabin activity basis, I would suggest that either the riflery counselor have no cabin group, and thus be available at the range at all times, or that an exchange basis be worked out so that he and only he will be responsible for the range and equipment.

I believe that a period of an hour is about all any boy or girl should use the range in one day. Short practice periods spread out over a longer period of time are better than a heavy concentration of time. I would also limit the firing to about 25 rounds per day. This encourages more accurate firing, and also gives the director a basis for estimating the amount of ammunition he should order.

As to age limits for shooters, it has been our practice to give the 10-year-old's instruction in shooting, and to allow them to use the range a limited number of times, reserving most of the time in riflery for the older age groups.

Riflery, properly handled, can be a valuable experience for any youngster. If we go into it at all, let's put on the best program possible. Good luck and good shooting.



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News Notes

Elmer Ott Visits Germany

In response to an invitation from the National Committee of the German CVJM (YMCA) and following appointment by the National Council of the YMCAs of the United States, Elmer F. Ott sailed for Bremerhaven on March 26. Mr. Ott is a member of the staff of the North Central Area Council of the YMCA, director of its Camp Manito-wish in Wisconsin, and a well-known leader in the American camping movement.

During the summer of 1946 over 25,000 boys attended the YMCA camps operated by the National Committee and local YMCAs of the three western zones of Germany. This is a remarkable achievement, considering the fact that most YMCAs had been banned and their properties confiscated by the Nazi regime—and later destroyed, in all but a few instances, by Allied bombing. German YMCA leaders acknowledge gratefully that this extensive camping program was made possible largely through the encouragement and aid of the Youth Activities Section of OMGUS and the loan of tents, cots, blankets, kitchen utensils and other equipment by the U.S. Army, and by similar help from the occupation authorities in the other two zones.

With many former YMCA leaders casualties of war, a whole new generation of administrators and counselors must be trained.

A series of institutes for directors and counselors has been arranged in various parts of the country beginning in April. Further training conferences are planned during the active camping season at a number of camps.

Campcraft Conference at Wabunaki

At Camp Wabunaki, Cumberland County, Maine, a camp craft conference for trip leaders is to be held this year from June 21 to 28, for young men and women who have a sufficient background of camping experience to enable them to learn in the short space of a week how to arouse the interest of their campers in real camping out.

Further information concerning rates, transportation etc., may be obtained by writing to the above address.

Camp Seminar at George Williams College

The 10th Camp Seminar in a series starting in 1930 was held at George Williams College in Chicago, March 28 and 29. This was the first post-war seminar and dealt with the following topics: Inter-racial Camping, Professional Aspects of Camping, and Community Planning in Camping. The Seminar committee, consisting of Miss Ramona Backus, Miss Betty Lyle, Miss Thelma Patterson, Miss Lucy Carner, Mr. Merrill E. Enyeart, Dr. Harry D. Edgren, Dr. Hedley S. Dimock, and Mr. Harvie J. Boorman, is planning to issue a report that will be available

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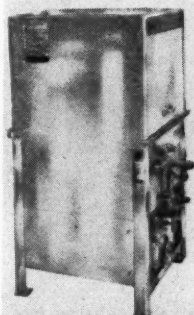
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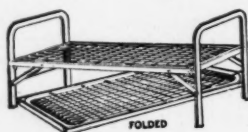
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to all camp directors and others interested in camping.

University Training Courses

The following courses in camp leadership at Illinois State Normal University are being offered this year. One course is for the training of scoutmasters; another, for women, is called "Camp Leadership" and includes considerable laboratory work in campcraft. Both courses are intended to prepare students for counselorship.

On the graduate level, they have a course in Camping Administration. This is a two semester course for training camp directors of organization and private camps; also a three hour course in Workshop in Recreational Camping. In addition, there are several courses offered on the graduate level in recreation.

Further information may be obtained by writing Illinois State Normal University, Normal, Ill.

New Sprinkling Device

Camps which maintain a golf course or other similar lawn areas requiring regular watering may be interested in a new lawn and garden sprinkler which incorporates many unique and distinctive features according to the manufacturer. The "Shower Queen" has an oscillating shower bar which operates in a trajectory arc of 150 degrees delivering water in the amount of 300 gallons an hour over an area of 50 x 65 ft.

For smaller areas it is reported that the unit is so designed that by a simple thumb-screw adjustment any proportionate rectangular area may be covered.

For pamphlet fully describing this new Acme "Shower-Queen" write to: Acme Sprinkler Company, 412 Walbridge St., Kalamazoo 3, Mich.

Sexton Company Opens Branch

The attention of camps in Eastern Pennsylvania, Maryland, Delaware and Western New Jersey is drawn to a new sales and warehousing branch in Philadelphia of John Sexton & Co. This new branch will be at the Corner of Chestnut Street and Delaware Avenue.

New Product Waterproofs Shoes

Developed during the war to aid the armed forces in the South Pacific against water-soaked and ill-fitting shoes caused by unexpected rains and jungle downpours, Dewatex Leather Dressing is a new product which camp directors will find of interest to waterproof, protect and preserve all types of leather goods and accessories.

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Additional information and descriptive literature can be obtained by writing Dewatex Manufacturing Corporation, 424 West 42nd Street, New York 18.